

## INSPECTION REPORT

St Andrew's Church of England  
Primary School

Dearnley.

LEA area: Rochdale

Unique reference number: 105807

Headteacher: Mrs Susan Cozens

Reporting inspector: Mr Geoffrey Yates  
2465

Dates of inspection: July 4<sup>th</sup>-5<sup>th</sup>, 2000

Inspection number: 190130

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Union Road, Rochdale.
Postcode:	OL12 9QA
Telephone number:	01706 378991
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Gillibrand
Date of previous inspection:	11/11/96

## INFORMATION ABOUT THE INSPECTION TEAM

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## **INFORMATION ABOUT THE SCHOOL**

This is a primary school of average size for boys and girls aged four to eleven. The school is situated in Dearnley, which is about two miles from Rochdale town centre. There are eight classes and the average class size is 30. A new classroom has been built since the time of the last inspection. Currently 237 pupils attend the school, including 14 that are still under the age of five. Pupils start school with broadly average skills but in this year's intake there is a high proportion of pupils with below average skills. The number of pupils on the special educational needs register is above average at 54. Three per cent of pupils speak English as an additional language but have no problems with understanding or speaking it. The number of pupils who receive free school meals is broadly average at 21 per cent.

## **HOW GOOD THE SCHOOL IS**

St. Andrew's is a good school. Standards in English, mathematics and science by the age of eleven have improved significantly over the last four years and are now far better than those found in similar schools. The leadership shown by the headteacher is of a high standard and the quality of teaching and learning is good overall. The school provides good value for money.

### **What the school does well**

- Results in national tests have improved year on year and are now much better than similar schools. Higher attaining pupils do well, especially in mathematics and science.
- The school is very well led by the headteacher who is clearly focused on raising standards. She creates an ethos that strongly supports teaching and learning.
- Teaching is good overall.
- Very good use is made of information from tests to ensure that pupils of all attainment levels are helped to improve.
- The pupils have very good attitudes towards learning: they work very hard, get on well with each other and enjoy school.
- Children are given a very good start in the reception class.

### **What could be improved**

- The quality of pupils' writing in subjects other than English.
- The involvement of parents who have children on the Special Needs register in helping to set targets for them to improve.
- The consistency of teachers' marking and the presentation of pupils' work in some classes.

*The areas for improvement will form the basis of the governors' action plan.*

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1996. Good progress has been made in addressing the issues raised in the last inspection report. Effective schemes of work are in place for all subjects. Teachers' planning takes full account of the needs of all pupils, especially higher attainers. As a result, a high percentage of eleven-year-olds achieve higher than the nationally expected level in mathematics and science. All aspects of physical education are now taught and pupils achieve a satisfactory standard in games skills. The school has successfully put in place a formal assessment programme and makes very good use of the information gathered to set targets for further improvement. Co-ordinators are now more involved in monitoring teachers' planning and developments in their subject areas.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	C	A	well above average A above average B Average C Below average D well below average E
Mathematics	D	C	B	A	
Science	C	C	B	A	

Standards in all three subjects have improved significantly over time. Over the past four years as a whole the performance of pupils has been close to the national average. In the 1999 National Curriculum tests for eleven-year-olds they were well above the average for similar schools in English, mathematics and science.

Inspection evidence shows that the majority of pupils are on line to reach the expected standards in English, mathematics and science by the end of Key Stage 2. A significant number of pupils are on course to reach a higher level especially in mathematics. The school is on line to meet its targets for 72% of pupils to achieve Level 4 in English and 63% in mathematics in 2000. These targets are appropriate because almost one-third of the Year 6 age group have special educational needs.

The percentage of seven-year-olds attaining the expected standard in English, mathematics and science by the end of Key Stage 1 is higher than that found in most schools. The school's very good use of assessment information and the success of the numeracy lessons have both had a positive impact on improving standards in mathematics.

Children enter the school with a wide range of abilities and in this year's Reception class the attainment on entry is lower than in previous years. However, because of the good teaching children receive, they make good progress and the majority are on course to reach the expected standard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good indeed. Pupils enjoy coming to school; they settle quickly to their work and show interest in all they do.
Behaviour, in and out of classrooms	Very good. The pupils are polite, kind and considerate.
Personal development and relationships	Good. Pupils show great respect for property. Older pupils help to care for younger children and the 'buddy' system is very effective. Pupils get on well together. They make visitors feel very welcome.
Attendance	Average. Pupils of all ages are keen to come to school.

During the week of the inspection there was no evidence of any oppressive behaviour.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

During the week of the inspection teaching was satisfactory or better in all lessons seen and good in almost two-thirds. Teaching was very good in just over one-fifth of all lessons seen. This is a significant improvement from that found at the time of the previous inspection when teaching was found to be unsatisfactory in 16% of lessons. In all classes pupils are very well managed. Teachers have a clear grasp of the National Literacy and Numeracy Strategies. Very good teaching of mathematical and linguistic skills is a strong feature in the deputy headteacher's Reception class and in Years 5 and 6.

Pupils with special educational needs are provided with appropriate learning opportunities.

The quality of learning is good overall. In mathematics and reading learning is enhanced by pupils receiving certificates which acknowledge the skills they have acquired and tell them their next learning targets. However, work in some classes is not always well presented. Whilst pupils have developed good writing skills and use them well in English lessons, the quality of their written work in history, geography and religious education is not always of the same standard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a good range of learning opportunities. Instrumental music provision is better than that found in many schools.
Provision for pupils with special educational needs.	Satisfactory overall. The school identifies at an early stage those pupils who have special educational needs. However, it does not involve the parents of pupils with special educational needs sufficiently in helping to set targets for their children.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are fluent in English and do not need special provision. They are well integrated into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are given meaningful opportunities to help with the smooth running of the school. The wide range of out-of-school visits makes a very good contribution to pupils' social and cultural development.
How well the school cares for its pupils	Good procedures are in place to ensure the welfare, health and safety of all pupils. Pupils' academic and personal development are both carefully monitored.

The procedures for assessing pupils' attainment are good and the information gathered is used very well to set targets for improvement. Whilst parents are kept well informed about school events and their children's progress, they are less well informed about what their children are learning in school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She gives the school a clear sense of direction that is focused on raising standards. She is well supported by the deputy headteacher and has given increased responsibility to co-ordinators to manage their subjects.
How well the appropriate authority fulfils its responsibilities	The Governing Body is strongly committed to the school and fulfils all its legal responsibilities.
The school's evaluation of its performance	Very good in analysing the overall strengths and weaknesses of the school.
The strategic use of resources	Good. The time, money, people and specific grants are used well and the school gives good value for money.

The school is appropriately staffed and resourced. Value for money is obtained on all purchases of equipment. The internal accommodation has been enlarged and is well cared for. It provides a very good learning environment. The school grounds are spacious and attractive but the perimeter fence is inadequate.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children enjoy coming to school.</li> <li>The school expects their children to work hard and achieve their best.</li> <li>Teaching is good.</li> <li>The school promotes pupils' confidence well.</li> </ul>	<p>A few parents raised the following points:</p> <ul style="list-style-type: none"> <li>The amount of work children are asked to do at home.</li> <li>The amount of information parents receive about how their child is getting on.</li> <li>The leadership and management of the school.</li> <li>The range of activities outside lessons.</li> </ul>

The inspection team agrees with the strengths identified by parents. The amount of work pupils are asked to do at home is in line with national recommendations. Monthly meetings for parents and written reports on pupils' progress do give parents sufficient information about how pupils are getting on. The inspection team considers the school to be very well led with standards in English, mathematics and science improving year on year because of the strategies put in place by the headteacher. The range of activities listed as taking place outside lessons is adequate and pupils go on a good number of visits to places of interest.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Results in national tests have improved year on year and higher attaining pupils do well especially in mathematics and science.**

1. The results of the national tests for eleven-year-olds in English, mathematics and science in 1999 showed a very marked improvement from those of three years ago, when the school was last inspected. In 1997 the percentage of pupils attaining Level 4 in English and mathematics was below the national average. In 1999 the percentage of pupils attaining Level 4 was above the national average in English, mathematics and science. In addition, the percentage of pupils reaching the higher Level 5 was above the national average in mathematics and science and close to the national average in English. When compared with the results of schools with pupils with similar backgrounds, results are very high.

2. The school attributes the improvement in standards, especially those of the higher attaining pupils, to the effective use it has made of information gathered from test results, both internal and external, to target individual needs. For example, last year boys' writing skills were identified as a weakness. The quality of writing in boys' English exercise books shows a distinct improvement since the start of this academic year. However, the way that work is sometimes presented and writing in other subjects varies in quality for both boys and girls alike.

3. The improvement in standards also comes from the very clear emphasis that is given to the teaching of English and mathematics. The effective introduction of both the National Literacy and Numeracy Strategies has had a positive impact on the standards pupils achieve, because key skills are taught effectively. For example, in Year 6 the good use the teacher made of poetry in emphasising how similes and metaphors can be used gave pupils the confidence to apply them in their own writing. In a Year 6 numeracy session higher attaining pupils competently used their mental skills to work out how much value-added tax would be charged on certain items. Pupils are confident at calculating fractions and percentages. In science pupils' knowledge of scientific facts and of how to carry out a fair test is good. For example, Year 5 pupils know how to work out a fair way of testing the optical properties of a range of materials including plastic, foil and paper.

4. The last inspection report commented on how the layout of some classes made it impossible for pupils to work with high levels of concentration, with a consequent adverse effect on the standards they achieved in some lessons. The building of an additional classroom has alleviated this problem. Year 6 pupils, in particular, demonstrated high levels of concentration during all lessons seen during the inspection. As a result, they achieved well. Insufficient evidence is available to make any overall judgement about the standards in physical education in Key Stage 2, which were unsatisfactory at the time of the last inspection, but standards in games skills are satisfactory.

5. The overall results for seven-year-olds in the national tests in reading, writing and mathematics in 1999 were not as high as those of older pupils. However, in reading and writing results were in line with those found in schools nationally and above the average for similar schools. By Year 2 they read a range of books confidently and enjoy them. Their writing in literacy sessions shows a varied vocabulary and satisfactory use of punctuation, but in topic work writing is not always of the same standard.

6. The results in the 1999 mathematics tests for seven-year-olds were well below the national average and below those found in similar schools. Inspection evidence shows that the introduction of the National Numeracy Strategy and the careful use of assessment information have both contributed successfully to greatly improved standards in mathematics been. A high proportion of the age group are on course to reach the expected Level 2, and a significant number are currently working at a higher level. Pupils are able to identify and use simple fractions and can explain how they carry out their work.

7. Despite many pupils starting school in the reception class with below average skills this year, the lively purposeful working atmosphere and the careful match of activities to children's abilities ensure that they are given a good start.

8. High standards of achievement are seen by the headteacher as the basic entitlement of every child. The commitment of all staff to this goal is evident.

### **The school is very well led by the headteacher.**

9. The quality of leadership shown by the headteacher is very good. The school has a clear set of values and a strong sense of community within which each child is valued as an individual and encouraged to do well. As at the time of the last inspection, the headteacher, the hard-working team of staff and the governors have created a good school ethos that strongly supports teaching and learning.

10. The headteacher is strongly committed to raising standards and has a clear sense of purpose and direction for the school. Her positive approach and the involvement of all staff in decisions have helped to build up a good team spirit within the school. The headteacher's determination to improve provision has ensured that issues identified in the previous report have been addressed and standards have risen, especially in mathematics. The trust she places in staff and the encouragement she gives them have been key factors in the improvements the school has made. The headteacher has put in place a very effective management structure. Office and school systems are well established and the school runs smoothly on a day-to-day basis. Responsibilities are clearly defined and carried efficiently by the deputy headteacher and other members of the Senior Management Team.

11. The procedures for monitoring provision are good and have improved significantly since the previous inspection. They allow senior staff and governors to identify aspects which could be better, plan for future improvements and review progress towards the targets they set for the school. Regular planned monitoring of the literacy and numeracy hours, by the headteacher and co-ordinators, has included classroom observations to monitor the effectiveness of teaching. Co-ordinators have also evaluated the teaching of physical education and the provision being made in lessons for pupils with special educational needs. As a result of the effective approach to the monitoring and evaluation of the school's performance, the quality of teaching has improved.

12. The high quality of the leadership and the good team spirit ensure that the school is in a good position to make further improvements.

13. The school makes very good use of information from the results of tests to ensure that pupils of all attainment levels are helped to improve.

## Teaching is good overall.

14. During the inspection teaching was good or better in almost two-thirds of the lessons and never less than satisfactory. Teaching was very good in just over one-fifth of lessons seen. The quality of teaching has improved since the last inspection when teaching was found to be unsatisfactory in just over one in six lessons.

15. Most teachers have high expectations of what pupils can achieve in English, mathematics and science. Very good teaching of mathematical and linguistic skills is a strong feature of teaching in the deputy headteacher's Reception class and in Years 5 and 6. Pupils are well managed in all classes. As a result, the quality of learning is good.

16. In the best lessons, the teachers' secure knowledge and understanding of the National Curriculum subjects is demonstrated in the quality of work that is produced by the pupils. For example, in one of the reception classes the teacher inspired pupils to act out the story of the three bears and one child demonstrated a very high standard of linguistic skill in retelling the story without being prompted. In a Year 6 numeracy lesson pupils could use two operations of number to work out how to make the answer 4 out of 7, 9 and 3 using addition, multiplication, division or subtraction. Because the teacher has a very good knowledge of numeracy she has taught pupils successfully to really use number applications quickly and accurately.

17. Teachers organise pupils in a variety of ways, but most lessons begin with carefully directed whole-class teaching. In this opening session previous work is quickly recapped and new skills are taught. For example, in a Year 1 lesson the teacher ensured that pupils understood that in deciding what a character is like you need to look at what is said, not just the picture. Small group work and individual work follow this up. Occasionally, not enough opportunities are provided for pupils to discuss their ideas in small groups. For example, in a religious education lesson when pupils were asked to write down how they might make someone happy pupils would have benefited from sharing their thoughts with someone on their table. One child wrote, for example, that we should 'give poor people money to let them have a proper life.'

18. Pupils are set time limits and are required to work at a good pace. For example, teachers' comments, such as those made in Year 2, - 'Let's get on with the next job' - keeps pupils on task. In Year 5 pupils worked at a good pace during a science lesson as a result of being given the target of only thirty minutes to complete their investigations.

19. In most classes teachers' good questioning skills capture the pupils' interest and challenge them to think carefully. For example, questions based on the 'Blockbuster grid' about spelling rules in a Year 5 lesson resulted in most of the class putting up their hands to answer the questions. The teachers convey their own enthusiasm and this encourages pupils to enjoy learning. In Year 6 the teacher does not ask questions of those pupils who put up their hands but involves more pupils by questioning them directly. In another class questions, such as - 'The clues are here; what immediately comes to mind?' - encourages pupils to provide answers from the text being studied.

20. Members of staff have introduced the numeracy and literacy strategies well. Their lesson plans contain all the requisite elements and work is suitably challenging for pupils of all attainment levels. Extended writing lessons build on the topics covered during the literacy hour. For example, pupils in Year 5 write their own poems based on 'The Highwayman'. Others compose a well written account of a interview with the 'Redcoat Sergeant.' In the numeracy sessions the opening part of the lessons is used well to increase the speed in which pupils carry out mental calculations. In Year 2, for example, most pupils can quickly work out what time it will be two hours after 3.30pm.

21. In all the lessons observed relationships with the pupils were very good and effective use was made of support staff. Special educational needs pupils benefit greatly from the additional support they receive. Good use is made of parental helpers especially in the activity area to support young children's learning.

**The school makes very good use of information from the results of tests to ensure that pupils of all attainment levels are helped to improve.**

22. The previous inspection report identified assessment procedures and the use of assessment as a key issue for improvement. Since then the school has made significant improvements and the use made of assessment information is now of a very good quality.

23. A baseline assessment profile has been adopted for children entering the reception class to establish initial levels of attainment. This facilitates the monitoring of individual progress and provides the school with the necessary information to make value-added judgements. As a result, the school has been able to identify that the attainment on entry of this year's reception class is lower than previously. Throughout the rest of the school effective systems have been put in place to assess and record pupils' progress. For example, in reading and mathematics certificates are awarded to individuals when they reach a certain level. These clearly record not only what the pupils have learnt but also identify the next set of targets to be achieved in order to attain the next certificate. This is a very effective system for keeping a record of pupils' progress and keeping parents informed of the next stage of learning.

24. The school is very good at analysing in detail the data from National Curriculum tests and its own internal tests. It notes what has been successful and where improvements need to be made. It identified, for example, that mathematics was an area of concern at Key Stage 1 and writing at Key Stage 2. The necessary action to rectify these aspects was taken. The school makes good use of the data to draw up targets for groups and individuals. As a result, it is on line to meet the targets agreed with the Local Education Authority for levels of pupils' achievements in English and mathematics by the time they leave school in the year 2000.

**The pupils have very good attitudes towards learning: they work very hard, get on well with each other and enjoy school.**

25. The pupils are eager to come to school and they behave very well both in class and around the school. Their attendance is satisfactory. They work constructively and productively, although in some classes work is not well presented. Pupils are keen to do well. For example, during the week of the inspection pupils in a Year 6 mathematics lesson were keen to use their number skills to work out challenging number problems. One pupil, when asked to put his work away just before playtime, said: 'Oh, it is so good, I don't want it to stop.' A very good feature of the school is the 'Buddy System', whereby children in the reception class have a Year 6 pupil to help them to settle into school.

26. Most pupils have great confidence in their teachers and classroom assistants and they feel well supported. As one Year 5 pupil said: 'If we don't understand something, our teacher will help us.' The pupils have very good relationships with the teachers and support staff. For example, during an after-school choir practice the teacher was able to laugh with the pupils at a slight mishap in the two-part singing of a round. The fault was then corrected and pupils went on to sing the round accurately and well.

27. The School's Council has a positive impact on pupils' attitudes to school. Pupils are in no doubt that their opinions are listened to and acted upon. For example, their suggestion that half the profits from the school's tuck shop should be spent on marking out the playground with games has been accepted. This encourages a climate of mutual respect and fairness.

### **Children are given a very good start in the reception class.**

28. Children enter the school with a wide range of abilities and in this year's reception class the attainment on entry is lower than in previous years. However, they make good progress and the majority are on course to reach the expected standard for their age.

29. Children's speaking and listening skills are well developed by the time they are five. They make good progress in speaking during formal class discussions and in informal situations of role-play and group activities. Pupils understand the conventions of reading and writing. They are gaining knowledge of how print is used to communicate meaning through play in "The Cosy Café". Children read early books from the school's reading scheme and are beginning to use their knowledge of letter sounds and picture clues to help them tackle new words.

30. In mathematics children increase their understanding of number through practical problems involving sorting, counting and number games such as Bingo. They make good progress as they explore shape and quantity through a variety of well planned and structured activities.

31. Very good teaching of mathematical and linguistic skills is a strong feature in the reception class. Activities are well planned and have clear objectives which cover all areas of learning for the under-fives and the early stages of the National Curriculum. Classroom organisation is very efficient and good management of classroom support and parental help ensures that children receive effective support and guidance in lessons. There is an appropriate balance of practical work, structured play and closely directed activity. This enables children to consolidate and extend their skills in all areas of learning.

## **WHAT COULD BE IMPROVED**

### **The quality of pupils' writing in other subjects, other than English.**

32. Throughout the school an appropriate focus is placed upon developing pupils' writing skills during English lessons. Pupils of all ages are given opportunities to write in different genres and for different audiences during the literacy hour. Their range of writing includes, for example, persuasive letters to football hooligans begging them to stop. One letter from a ten-year-old girl contains the line - 'What you did was very upsetting and shameful. You have let our country down.' Other pieces of writing are in the form of leaflets or newspaper reports. Since the previous inspection the school has ensured that higher attainers are more suitably challenged. For example, one child included these descriptive phrases in a piece of her writing, 'I feel like I'm walking across a sandy beach with the sea right next to me. I'm drifting off like a cloud in the sky.'

33. When pupils use their writing skills in other subjects, such as history or religious education, the quality of their writing is not always as good. Some teachers do not ensure that their pupils are provided with suitable opportunities to write for a range of purposes and audiences. When using worksheets in these subjects single words or brief answers suffice and good opportunities to write more extensively are missed. This is not the case in all classes. For example, in Year 5 there are examples of different forms of writing such as monologues and letters in other subjects. The mixed Years 1 and 2 class kept diaries for a week as part of their work in science to show what they had done to keep their body healthy. However, such examples of good practice are not to be found consistently throughout the school.

### **The involvement of parents whose children have special needs in the setting of targets on the pupils' individual education plan.**

34. The school makes satisfactory provision overall for pupils with special educational needs. There is a clear and well structured system in place that meets the requirements of the Code of Practice. Pupils experiencing difficulties are identified at an early stage and teachers take good account of individual needs and make appropriate provision in lessons so that activities are suitably matched to pupils' levels of attainment.

35. The curricular arrangements for special needs are effectively and conscientiously managed by the co-ordinator. She has monitored classroom practice and works closely with the teachers to ensure that the targets set in pupils' individual educational plans are appropriate to their needs. However, parents are not involved currently in setting the targets for their children. Because the targets do not arise from a discussion between parents and teachers about how these children's needs might best be tackled, the partnership between home and school is not as effective as it might be in supporting the children's progress. The school is aware of this and is looking at ways of working more closely with parents regarding this aspect.

### **The consistency of teachers' marking and the presentation of pupils' work in some classes.**

36. All members of staff ensure that pupils' work is marked. There are some good examples of comments written in pupils' books to help them make further progress, such as a reminder to pupils to use the corrected spellings in their next piece of writing. However, this practice is not found in all classes.

37. There are some very good examples of well presented work, especially in Years 5 and 6, but in some classes pupils' work is not always as tidy and as well laid out as it could be. For example, work is not always ruled off or dates underlined.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To improve the quality of education further, the governors, headteacher and members of staff should:

**a. improve the quality of pupils' writing in subjects other than English by:**

- ensuring that, when pupils use their writing skills in other subjects, teachers insist that pupils apply punctuation and spelling skills;
- increasing the opportunities pupils are given to use their independent writing skills in other subjects, especially in religious education;
- placing less emphasis on the use of worksheets that limit pupils' written responses to a few words;

**b. increase the involvement of parents who have children with special educational needs in setting targets for them to improve;**

[The school has already recognised that this is an issue that needs to be addressed.]

**c. improve the consistency in teachers' marking and in the presentation of pupils' work by:**

- a common approach in the use of written comments that provide pupils with pointers on how they might improve their work; providing specific guidance on how pupils' work should be presented;
- monitoring the quality of presentation across the school and of teachers' marking.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	41	36	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils eligible for free school meals	49

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	17	17	15
	Total	29	29	27
Percentage of pupils at NC level 2 or above	School	85% (79%)	85% (86%)	79% (74%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	17	15	17
	Total	29	27	30
Percentage of pupils at NC level 2 or above	School	85% (82%)	79% (91%)	88% (100%)
	National	82% (81%)	86% (85%)	87% (86%)

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	12	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	20
	Girls	9	9	10
	Total	27	26	30
Percentage of pupils at NC level 4 or above	School	79% (65%)	76% (59%)	88% (69%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	12
	Girls	9	8	8
	Total	23	24	20
Percentage of pupils at NC level 4 or above	School	68% (65%)	71% (65%)	59% (71%)
	National	68% (65%)	69% (65%)	75% (71%)

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	2
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	228
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26.33
Average class size	29.75

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	137.5

### ***Financial information***

Financial year	1999/2000
	£
Total income	351,572
Total expenditure	364,541
Expenditure per pupil	1,598
Balance brought forward from previous year	13,569
Balance carried forward to next year	600

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51%	40%	4%	4%	0%
My child is making good progress in school.	56%	33%	7%	4%	0%
Behaviour in the school is good.	51%	36%	9%	4%	0%
My child gets the right amount of work to do at home.	36%	47%	11%	4%	2%
The teaching is good.	49%	40%	4%	4%	2%
I am kept well informed about how my child is getting on.	36%	47%	13%	4%	0%
I would feel comfortable about approaching the school with questions or a problem.	56%	29%	13%	0%	2%
The school expects my child to work hard and achieve his or her best.	64%	24%	7%	2%	2%
The school works closely with parents.	42%	42%	11%	4%	0%
The school is well led and managed.	47%	31%	13%	7%	2%
The school is helping my child become mature and responsible.	42%	47%	4%	4%	2%
The school provides an interesting range of activities outside lessons.	31%	31%	18%	9%	11%

Because of rounding not all rows may add up to 100%.